

Summary report of evaluations
**Operational Programme Research, Development and
Education**

2022

1. Summary of the evaluation activities of OP RDE

In order to verify the strategy of the Operational Programme Research, Development and Education (OP RDE), which is implemented in the 2014-2020 programming period, an ex-ante evaluation was carried out before the finalisation of the programme document, which was followed by evaluation activities carried out during its implementation. Process evaluations, which at the beginning of implementation focused intensively on the evaluation of key processes, in particular the processing and submission of project applications, information, administrative complexity, including the identification of risks and barriers important for the optimisation of the implementation process, became more result oriented as the programme progressed. The evaluation activities of the OP RDE were implemented by external contractors and using internal capacities. External evaluations include in particular the Interim Evaluation of the OP RDE implementation, which covers the whole programme cycle. In the course of this evaluation, the substantive and financial progress of the programme was regularly assessed, focusing on selected calls or a group of calls or cross-cutting areas such as horizontal principles, multi-funding of the programme and relevance of its implementation in all regions of the Czech Republic. This evaluation includes a comprehensive assessment of the programme objectives and results by support area: research and development, tertiary education and regional education.

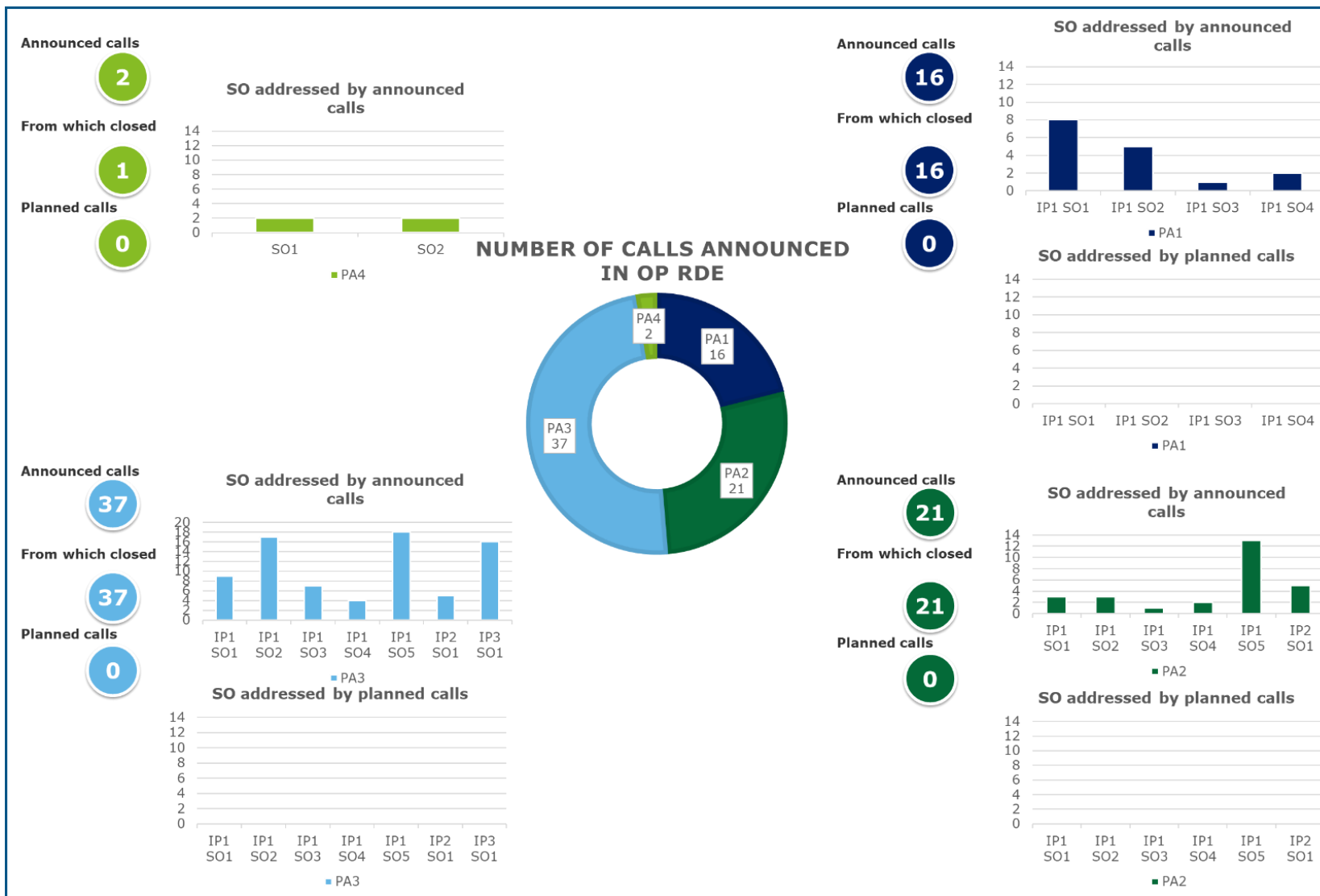
Beyond the final evaluation within the framework of the Interim Evaluation of the OP RDE implementation, interventions directed to the area of undergraduate education were evaluated separately. External contractors also carried out evaluations of individual system projects aimed at piloting and implementing systemic changes. Two system projects were implemented in the field of research and development and 10 in the field of education, for a total of CZK 3.11 billion. Media campaigns of the OP RDE and public attitudes towards inclusive education were also externally evaluated. In the field of research and development, internal capacities evaluated projects of individual calls such as Teaming, Smart Accelerator, Research Infrastructures and support for international mobility. In the field of education, this included repeated evaluation of individual areas of support in the form of questionnaire surveys of teaching staff, evaluation of simplified projects, both in the form of questionnaires and evaluation visits, as well as evaluation of projects with a conceptual character within the framework of the calls Capacity Building for School Development II and Local Action Plans for Education Development I and II.

The results of the evaluations and surveys were continuously used in the implementation and realisation of OP RDE projects, as well as in the preparation of strategic and conceptual documents of the Ministry of Education and Science, including the reflection of relevant findings in follow-up interventions and calls. The data, information, knowledge and experience gained from the evaluation activities of the OP RDE are a good prerequisite for quality evaluation of the Programme Johannes Amos Comenius implemented in the programming period 2021-2027.

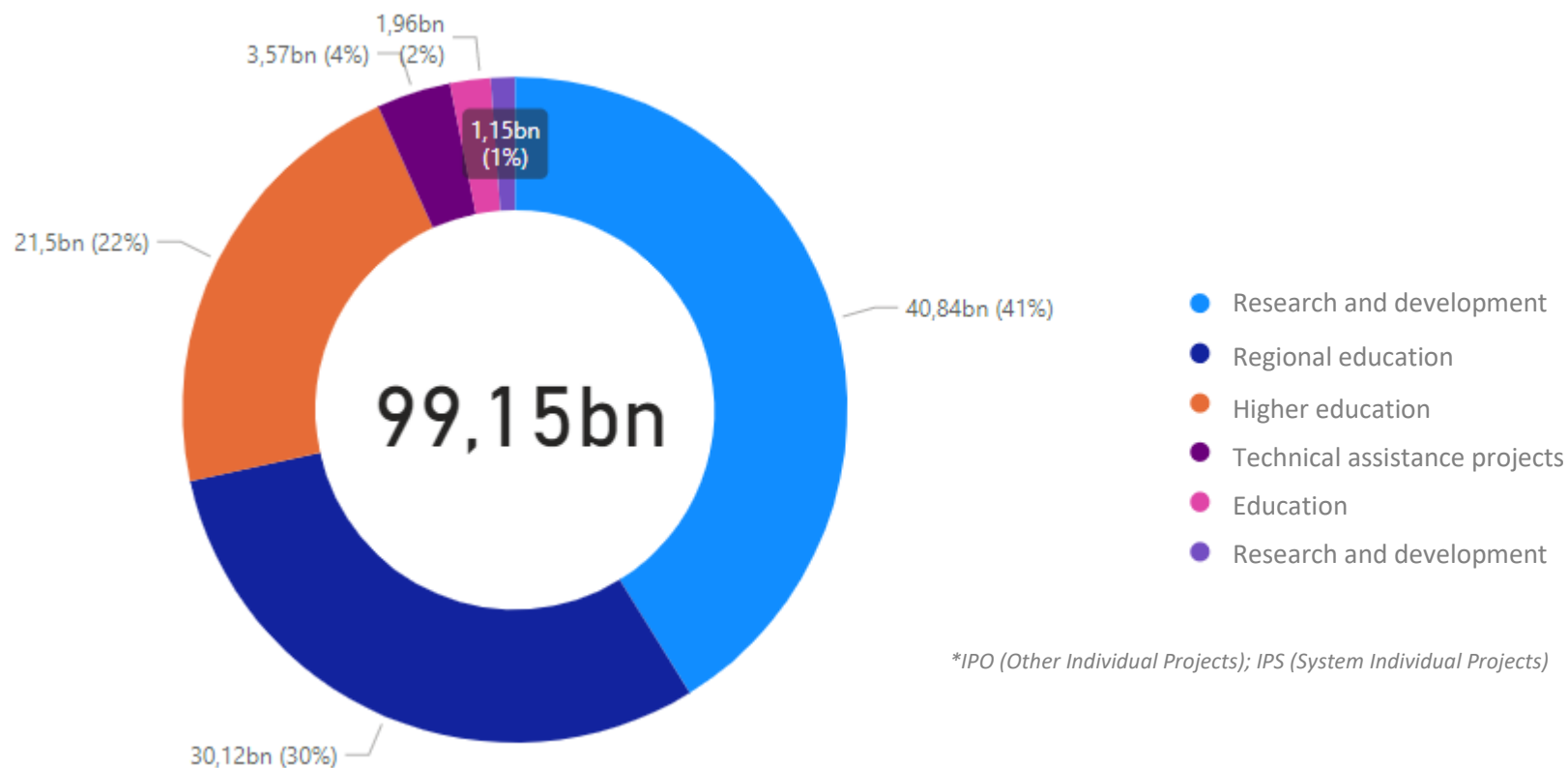
The subject of the evaluation activities of the OP RDE are projects supported from the OP RDE calls. A total of 76 calls were launched and more than 23,000 applications for support were submitted during the implementation of the OP RDE, of which more than 21,000 projects were supported and implemented. With regard to the Covid 19 pandemic measures, the implementation of a significant number of projects has been extended until 2023. As a consequence, the OP RDE evaluation activities have also been extended and some results will not be available until 2024.



Overview of OP RDE calls by priority axes, investment priorities and specific objectives:



Funds for OP RDE projects according to the Decision on granting the subsidy



Note: The amount of funds according to the Decision on granting the subsidy is higher than the allocation of the OP RDE due to the prediction of underspending based on the experience of the OP implementation in the 2014-2020 programming period.



2. Evaluation of the programme objectives and expected results of the OP RDE

2.1 Strengthening capacity for quality research

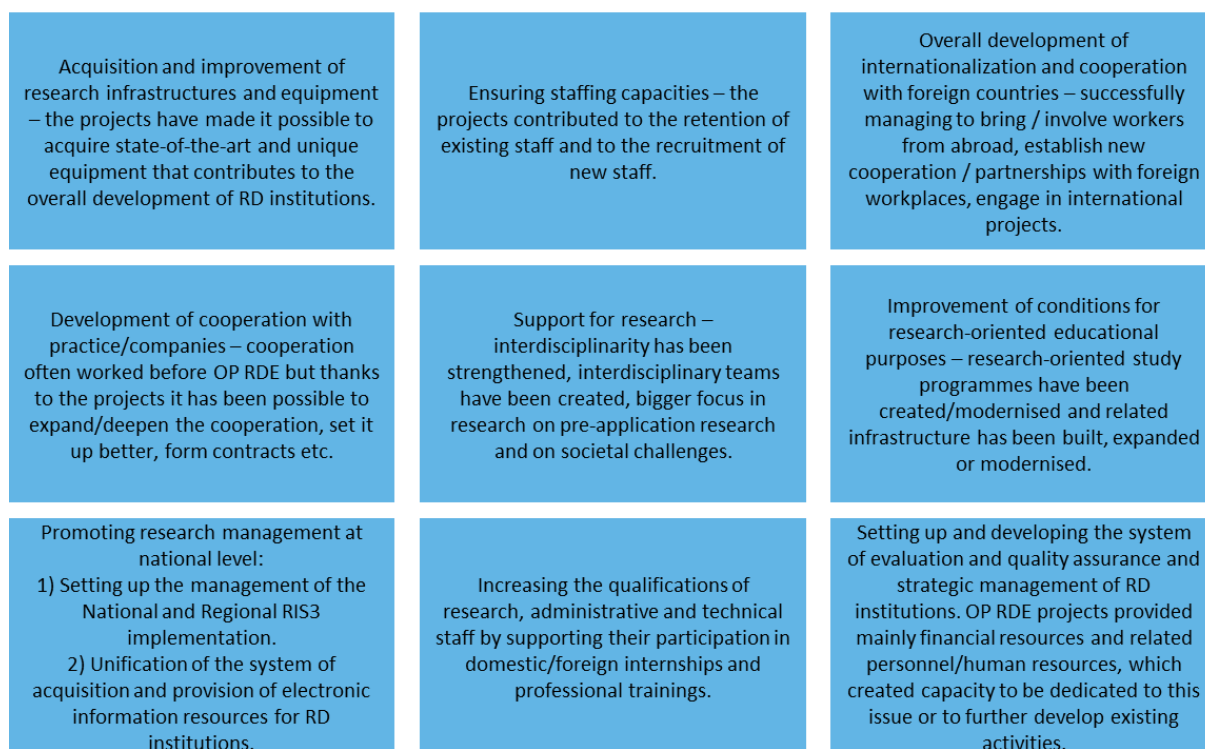
The contribution of the OP RDE to the strengthening of capacities for quality research was continuously evaluated within the framework of the Interim Evaluation of the OP RDE, as well as by partial internal and external evaluations at the level of calls or specific projects. The interventions of the OP RDE in the area of support for research and development (R&D) were concentrated mainly in the priority axis Strengthening capacities for quality research (PA1) and partly in the priority axis Development of universities and human resources for research and development (PA2).

The evaluations verified that interventions in R&D support financed from the OP RDE brought mainly a positive shift in the field of research infrastructures and equipment, the development of professional capacities of R&D staff, the development of internationalisation and cooperation with foreign countries, the increase in the intensity of cooperation with practice/companies, the improvement of conditions for the implementation of research-oriented educational programmes, and the development of strategic management of R&D institutions or research management at the national level.

On the basis of the evaluation prepared using desk-research, data analysis (financial and material indicators) and field surveys of beneficiaries (questionnaire surveys, focus groups and individual/group interviews), it can be concluded that the OP RDE has contributed through interventions in RDI to the fulfilment of all specific objectives of PA1 (and PA2 SO5) of the OP RDE and their expected results. The following diagram shows the main triangulated and key findings from this evaluation:



Through interventions in research and development, OP RDE contributed mainly to:



The OP RDE interventions in the R&D environment focused mainly on developing the capacity of research teams, completing/modernizing/upgrading infrastructure and acquiring equipment, strengthening cooperation and developing strategic partnerships with international partners, strengthening cooperation between the public sector/research organizations and the application sphere, supporting research projects in the pre-application phase and with the potential for future use of results in practice. Furthermore, to support international mobility of researchers, as well as technical and administrative staff, to develop human resources in expertise in technology transfer centres, to develop research-oriented study programmes or to develop strategic management at institutions.

Within the objective of Increasing the international quality of research and its results, the OP RDE has so far contributed to the construction/expansion/modernization of 89 research infrastructures and centres of excellence. OP RDE projects have contributed to the involvement of more than 980 new researchers (FTE) in supported entities. Researchers were involved in the implementation of projects totalling more than 6 500 FTE. In addition, more than 8 850 scientific publications were produced, more than 5 300 scientific publications with foreign co-authorship. Supported research teams participated in 202 international cooperation programmes (as of 30 June 2022).

The contribution of the OP RDE to the objective Building capacity and strengthening long-term cooperation of research organisations with the application sphere is represented by the participation of supported research teams in 35 international cooperation programmes, support for 16 collaborations and so far 6 long-term collaborations between enterprises and research institutions for at least the duration of the project (as of 30 June 2022).



The OP RDE has so far contributed to the objective of Improving infrastructure for research and education purposes by building, expanding or modernising 216 infrastructures for research-oriented study programmes, which are used by more than 5 800 students and more than 1 500 PhD students (as of 30 June 2022). Information on the development of human resources for research and development is also provided in the context of the evaluation of interventions in the HE environment in the following chapter.

In order to achieve the objective of improving the strategic management of research at national level, 24 meetings of the National Innovation Platforms have so far been supported by the OP RDE and 7 seminars/workshops on RIS3 strategy management (as of 30 June 2022). Within this specific objective, 2 projects have been implemented and are expected to deliver on the set benefits/objectives. These projects have contributed to the improvement of the strategic management of research at national level and to the achievement of the related expected results. These are the project System support for the implementation and management of the National RIS3 and the project National Centre for Electronic Information Resources (CzechELib).

A significant contribution to the development of the R&D environment was also provided within the framework of the OP RDE within the Priority Axis 2 and the objective Improving conditions for research-related teaching and for the development of human resources in the field of research and development (SO5). Based on the investigations and findings, it can be concluded that the implementation of the OP RDE project(s) has resulted in an increase in the qualifications of researchers through support for their participation in domestic and foreign internships and professional training, and an increase in the qualifications of administrative and technical staff. As a result of the implementation of the OP RDE project(s), the prerequisites of the incoming generation for carrying out research activities have been strengthened. So far, 173 new or upgraded research-oriented study programmes accredited also for teaching in a foreign language have been created in the projects, as well as, for example, thanks to the newly gained experience of students abroad, when 609 research-oriented study programmes and Ph.D. students participated in internships in the projects. As a result of the implementation of the OP RDE project(s), there was also an influx of top experts from the private sector and from abroad as a result of the creation of sufficiently attractive conditions.

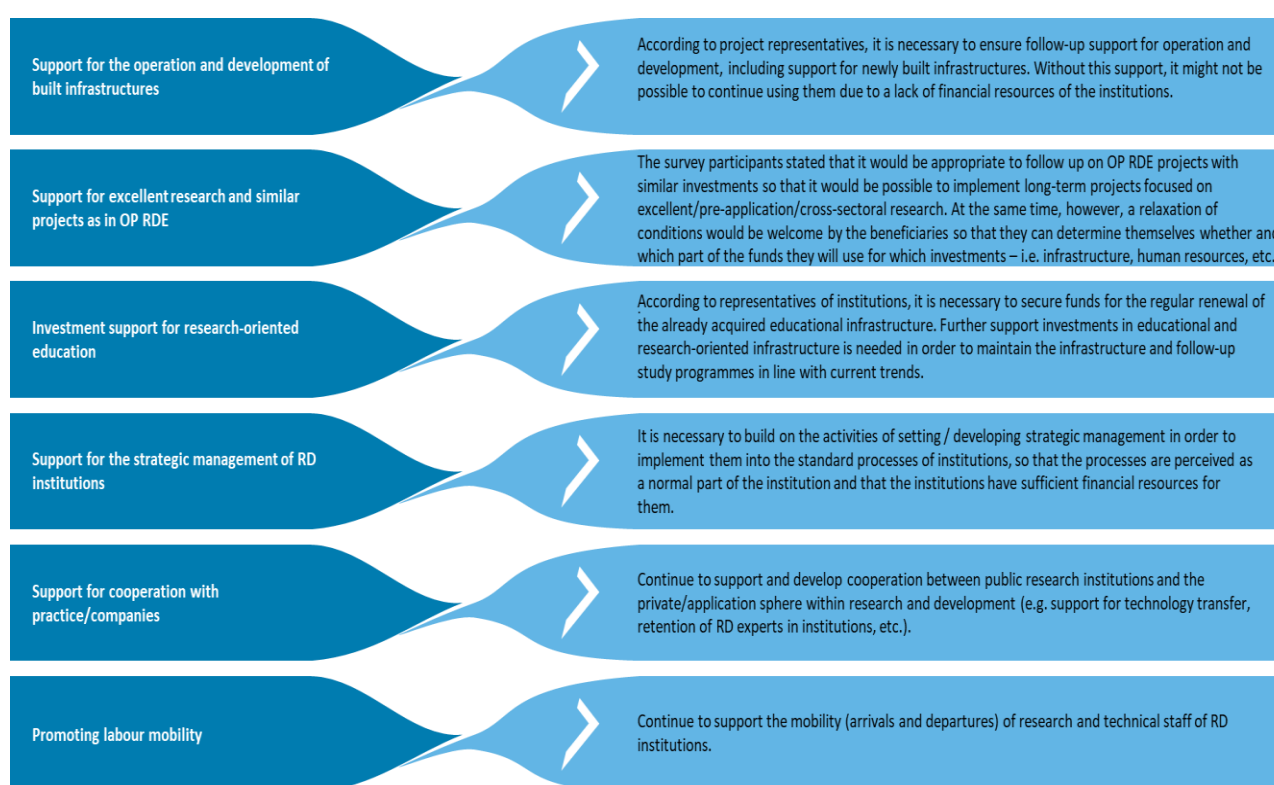
The implementation of the OP RDE project(s) has contributed to improving the quality and effectiveness of strategic management, for example through support in obtaining the HR Award. Activities of this type have contributed to the setting and improvement of the institutional environment (e.g. setting up of human resources work, creation of ethical codes, documents regulating the gender area, setting up a quality assessment system, etc.), which, among other things, has increased the attractiveness of institutions for researchers from abroad and for intersectoral cooperation. At the same time, as a result of the implementation of the OP RDE project(s), the popularisation of science has developed and work in R&D has become more attractive as a career choice by stimulating the interest of children, pupils and students in R&D. Based on the investigations and findings, it can also be concluded that the coordination of regional policies has been strengthened and multilateral cooperation between the public, academic and application spheres has developed.

Among the beneficiaries of the OP RDE funds in Priority Axis 1 and SO5 of Priority Axis 2 there are 105 institutions implementing a total of 600 projects in the total amount of more than CZK 43 billion according to legal acts. The main beneficiaries include universities, which act as research institutions



in these projects, and which implement almost 60 % of the projects, accounting for 55 % of all funding. Public research organisations - i.e. mainly individual institutes of the Czech Academy of Sciences - are also important beneficiaries. Most Priority Axis 1 and SO5 Priority Axis 2 projects are implemented at the Czech Technical University in Prague, Palacký University in Olomouc, Charles University and Masaryk University. In terms of funding, the largest beneficiaries are the Institute of Physics of the Czech Academy of Sciences (sixth in terms of number of projects), the Czech Technical University in Prague, Charles University and Masaryk University.

Based on the findings of the field surveys and the overall assessment, there is room for further investments/interventions in the R&D environment that could contribute to further development and to improving the quality of R&D, regardless of the source of their funding. According to the findings, these should be mainly in the following areas:

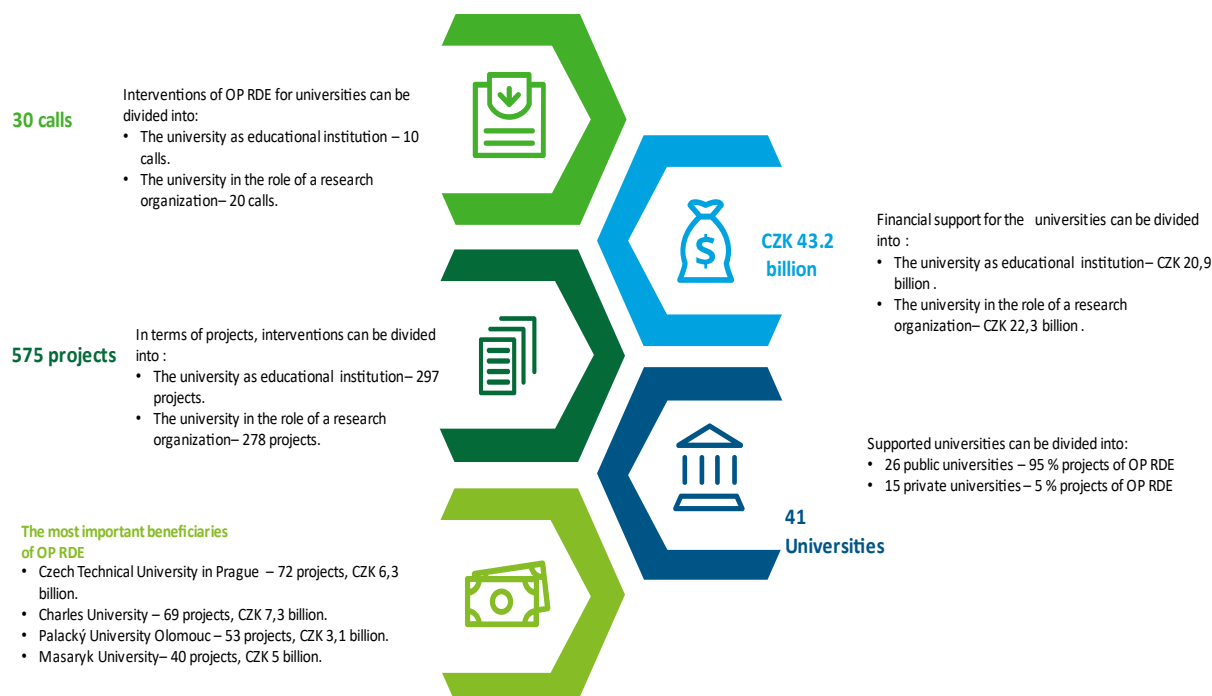


2.2 Developing universities and human resources for research and development

Interventions in support of universities (hereinafter referred to as HEIs) financed by the OP RDE were continuously evaluated within the framework of the OP RDE Interim Evaluation. In 2019 and 2022, an evaluation was developed by an external processor to determine how the OP RDE interventions in the area of support to HEIs have contributed to improving the quality of tertiary education. In 2022, this evaluation was expanded to include a comprehensive evaluation of the fulfilment of the specific objectives and expected results of Priority Axis 2 of the OP RDE and partly of Priority Axis 1, specifically



its objective Improving infrastructure for research and education purposes (SO3). The following diagram shows the analytical results of an overview of selected monitoring data of the evaluation illustrating the scope of the evaluated intervention.



The results of the evaluation showed that the interventions in support of tertiary education financed by the OP RDE have brought mainly positive changes in the quality of teaching, internationalisation, infrastructure equipment of HEIs, strategic management and improvement/expansion of qualifications of academic and non-academic staff of HEIs. Based on the evaluation prepared using desk-research, data analysis of primary and secondary data sources (financial and material indicators, national surveys), field investigations among beneficiaries (questionnaire surveys, focus groups and case studies), it can be concluded that OP RDE through interventions in tertiary education contributed to the fulfilment of all specific objectives of Priority Axis 2 and one specific objective of Priority Axis 1 and their expected results.

Through interventions in tertiary education, OP VVV contributed mainly to:



OP RDE contributed to the fulfilment of the specific objective Increasing the quality of education at universities and its relevance to the needs of the labour market by, among other things, creating 174 new or modernised research-oriented study programmes accredited also for teaching in a foreign language, 21 newly created study programmes taught in cooperation with another university, 178 new study programmes focused on practice and 418 study programmes with at least one subject taught in a foreign language as of 30 June 2022, all figures below are also as of that date). OP RDE projects in HEIs have enabled new collaborations with enterprises and more practitioners have been involved in teaching.

Thanks to the OP RDE projects, the availability of university counselling and support services and the setting of minimum standards of services for students with special needs (SEN) are being developed and extended. The programme supported 3 002 students with SEN, using 1 577 counselling and support products. The evaluation also confirmed that lifelong learning is being supported/developed at HEIs. To improve the conditions for lifelong learning, 43 new lifelong learning courses were created at HEIs thanks to the support of the OP RDE and the qualification of HEI staff in the field of lifelong learning was increased.

In addition, the evaluation system was set up and developed through the support of the OP RDE in HEIs, its quality and strategic management of HEIs was improved. To this end, 242 products were developed to improve the quality of the strategic management and evaluation system of HEIs. Based

on the evaluation results, it can be concluded that the OP RDE has improved the educational infrastructure in HEIs, including the material equipment for practical teaching. Thanks to the OP RDE, barrier-free spaces were created, audiovisual equipment was modernised, computer and specialised classrooms for students with SP were equipped, educational resources were digitised, and staff skills were developed, etc.

In the context of improving the conditions for research-related teaching and for the development of human resources, the OP RDE has contributed to strengthening the prerequisites of the upcoming generation for carrying out research activities, among others thanks to the above-mentioned research-oriented study programmes accredited also for teaching in a foreign language and also thanks to the newly acquired experience of students abroad. For example, 1021 students from research-oriented study programmes and Ph.D. students participated in foreign internships funded by the programme. In the area of research and development, the implementation of the OP RDE projects also resulted in an increase in the qualifications of researchers through support for their participation in domestic and foreign internships and training courses and an increase in the qualifications of administrative and technical staff. Improvement of the infrastructure for research and education purposes was achieved by modernising the infrastructure for research-oriented study programmes.

Despite the successful interventions of the OP RDE, there is still room for further development of HEIs and for improving the quality of tertiary education. Therefore, the evaluator recommends intervening, whether from Structural Funds or other sources, mainly in the following areas:

Developing the competencies of academic staff

- Improving the quality of strategic and operative management, soft-skills, competences to work with modern technologies and the inclusion of modern trend in teaching.

Support of strategic management

- It is necessary to follow up on the activities of setting up/developing strategic management so that they are implemented into the standard processes of the higher education institution, so that the processes are perceived as a normal part of the institution and that the higher education institution has sufficient financial resources for them. There is also a need to support the management of human resources and investment in them (e.g. support for education, coaching/mentoring)

Support for students with specific needs

- Support the development of university counseling and assistance services for students with specific needs (e.g. by increasing the number of experts in centers for working with these students and individual work with students) and raising awareness of these activities at universities.

Development of supporting infrastructure

- Development of supporting infrastructure of universities, supporting infrastructure of campuses, physical education facilities of universities and construction of sports fields. The overall development of higher education infrastructure, including supporting infrastructure, is seen by representatives of higher education institutions as important as a quality factor that can contribute to the overall development of higher education institutions and can, for example, be an attraction for students and academic staff from abroad.

Support of interlinking with practice

- Support for cooperation with practice during teaching (e.g. intensification of cooperation with experts and their involvement in teaching, focusing study programs on the needs of the labor market, etc.) and at the same time support for cooperation between public research institutions (HEIs) and the private sector in research and development (e.g. support for technology transfer, retention of R&D experts at universities, etc.).

Promoting labour mobilities

- Support for the mobility of academic, research and technical staff of universities.

Investment support for education, including research-oriented education

- To support, above all, investments in educational and research-oriented infrastructure, so that it is possible to maintain the infrastructure and subsequent study programs in accordance with trends. According to representatives of universities, it is also necessary to secure financial resources for the regular renewal of the educational infrastructure.

Information on the development of human resources for research and development is provided in the



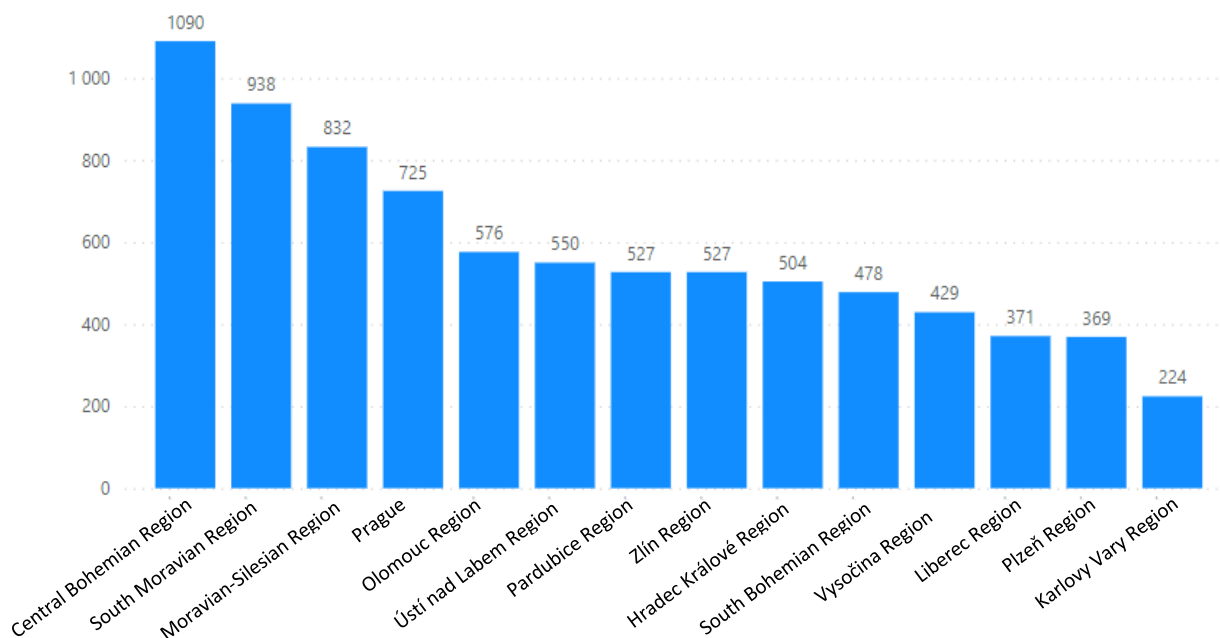
previous chapter in the paragraph on Priority Axis 2 and the specific objective Improving conditions for research-related teaching and for the development of human resources in the field of research and development.

2.3 Equal access to quality pre-primary, primary and secondary education

The results of the comprehensive evaluation of the fulfilment of the objectives and results of Priority Axis 3 of the OP RDE will be available in 2023.

However, the partial evaluations showed that the objectives and expected results were met by the OP RDE interventions. Projects in the field of regional education were implemented in the financial volume of CZK 30.12 billion and simplified projects accounted for CZK 14.73 billion of this amount. With regard to the volume of funds and the intensity of use by individual schools in all regions of the Czech Republic, this is a unique support in terms of its scope. In total, 8,131 schools and educational establishments have benefited from at least one of the simplified projects calls, which is 86.5% of all eligible applicants. Specifically, 7 131 pre-schools and primary schools and educational establishments were involved, which is 86.4% of the total number of schools of the given type and educational establishments. In addition, 1 094 secondary and higher vocational schools and youth hostels and boarding schools benefited from the support, representing 78,3 % of the total number of schools of the type and educational establishments.

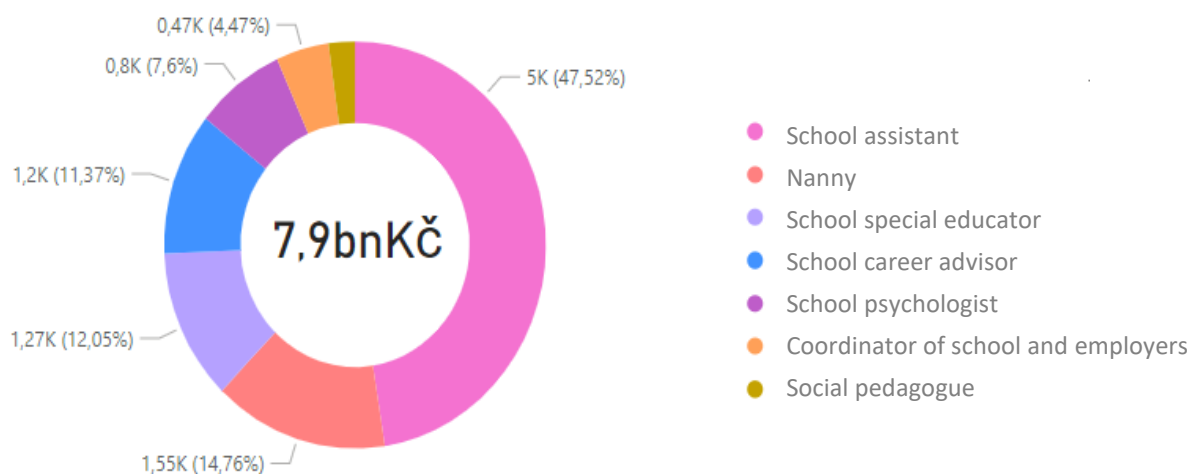
Number of schools and educational establishments involved in at least one of the simplified projects calls.



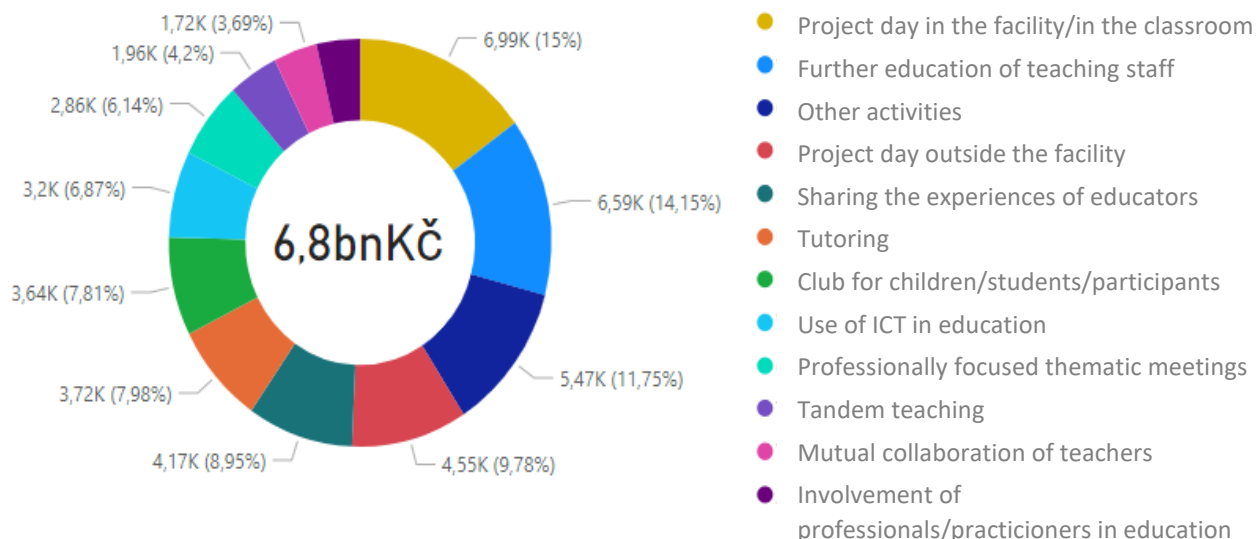
Note: Status as of 07/2022. This is the final status with respect to the closed calls.



Number of schools and educational establishments with auxiliary school personnel for all rounds the Simplified projects calls



Most frequent non-personal activities in schools and educational establishments for all rounds the Simplified projects calls



Note: Status as of 07/2022. With regard to the completed calls, this is the final status.

Simplified projects implemented by schools and educational institutions contribute to most of the objectives of Priority Axis 3 aimed at equal access to quality pre-primary, primary and secondary education. In particular, the simplified projects contribute to improving the quality of education and facilitating the transition of children to primary school, to improving the quality of education and pupils' performance in key competences, to improving the quality of education and vocational training, including strengthening their relevance for the labour market, and to quality conditions for inclusive education and social integration of children and pupils, including the inclusion of Roma children in education.

In order to meet the set goals and expected results of inclusive education, activities of system projects and projects with conceptual character are/were successfully implemented. As a result of the implementation of these projects, methodological materials for the education of children and pupils with SEN have been developed and methodological support is/was provided to schools, inter alia,

through the platforms of so-called inclusion-focused collegial support centres. A system project implemented by the Agency for Social Inclusion contributed to inclusive and quality education in territories with socially excluded localities through its activities, which integrated the issue of inclusive education into local strategic documents through intensive support for the cooperation of key actors in the territory and created conditions for the maintenance and development of measures to support it. In order to improve the quality of education of children and pupils in the territory of socially excluded localities, projects were also implemented under the Calls for Inclusive Education for Coordinated Approach to Socially Excluded Localities (CEALS) and the Call for Inclusive Education for Socially Excluded Localities (SEL).

Projects aimed at supporting the environment of the pedagogical faculties and faculties educating teachers contributed to the goal of improving the quality of preparation of future and beginning teaching staff. Based on the analysis of financial data and their validation by the universities themselves, it was found that interventions in support of the pedagogical faculties and faculties educating teachers were financed through OP RDE projects with a total value of approximately CZK 2.9 billion. Beyond this amount of money, the pedagogical faculties and faculties educating teachers could have benefited from a further approximately CZK 1 billion provided for projects whose impacts were not primarily focused on the pedagogical faculties or faculties educating teachers but on regional education. The results of the evaluation carried out in 2021 show that the interventions of the OP RDE at the pedagogical faculties and faculties educating teachers have led to a significant improvement in the quality of infrastructure and equipment. The theoretical, pedagogical-psychological and disciplinary training of future teachers is assessed as high quality across all the pedagogical faculties and faculties educating teachers. However, shortcomings in didactic training have been identified, both from the point of view of the students and from the faculties themselves. In recent years, as part of the reaccreditation of study programmes, the volume of practice and its quality has been increasing, but the insufficient volume and quality of practice is still a persistent problem according to the evaluation results.

Individual projects of a system and individual projects with a conceptual character contribute to the development of the system of strategic management and quality assessment in education, especially with the aim of deepening cooperation between schools, founders and other relevant actors in the territory. Thanks to systematic support for territorial action planning and strategic management in schools, effective support for schools and concentration of investments are achieved based on the identification of needs. In terms of the territorial dimension, the achievement of the objective is mainly achieved through regional and local action plans for the development of education and their implementation and through functioning platforms for professional and thematic meetings.

2.4 Technical assistance

In the 2014-2020 programming period, the two organisational structures of the previous operational programmes (Education for Competitiveness Operational Programme (ECOP) and Operational Programme Research and Development for Innovation (OP RDI)) were merged, which provided sufficient qualified staff of the implementation structure from the beginning of the OP RDE implementation. As part of the implementation of the OP RDE, partial steps were implemented that contributed to a more efficient setting up and functioning of the OP (e.g. change in the planning of TA projects, stabilisation of the implementation structure, etc.). A tool for sharing information on TA has



been developed, which has contributed to higher awareness of TA competences. The process of public procurement was harmonised with other MEYS units which participate in the process outside the OP RDE implementation structure.

Both specific objectives (SO1 Ensuring effective administration and SO2 Ensuring awareness, publicity and absorption capacity) and all PA4 results stated in the programming document are covered by the activities of TA projects. The results of the 2020 TA evaluation showed that the TA projects are operational, contribute to ensuring the implementation of the OP RDE implementation structure and cover all areas of technical assistance. Most projects contribute to SO1, namely to the outcome of the intervention “An optimal establishment of an administrative capacity ensuring effective programme management”. The turnover rate of implementation structure staff can be considered low based on the stability index value. In 2018, 75% of the staff have been participating in the implementation of the OP RDE for more than 3 years. In the area of education of employees of the implementation structure, the OP RDE Managing Authority cooperates with the Ministry for Regional Development, which has set up a system for Education of employees, which includes all employees of the implementation structures of operational programmes. The surveys focused on publicity showed that the OP RDE is one of the most well-known operational programmes both among the target group and among the public.

The target values for both outcome indicators are being met. The indicator Stabilization rate of the implementation structure staff has so far been fulfilled at 77.49 % and the indicator Success rate of project applications at 98.68 % (as of 30 June 2022).

The results of the comprehensive evaluation of the fulfilment of the objectives and results of the Priority Axis will be available in 2023.

3. Other evaluated aspects of OP RDE

Specific evaluations were also implemented within the framework of the implementation of the OP RDE, specifically in 2016 and 2017, based on externally implemented studies, the relevance of all specific objectives of OP RDE and its indicator system was confirmed. The results of the 2017 evaluation concluded that the coordination mechanism for the management of synergies and complementary links meets the requirements of a uniform methodological environment and eliminates duplication. This finding was confirmed by the evaluation in 2018, which further stated that the call preparation process is functional and effectively prevents duplication between individual OP RDE calls and between OP RDE calls and calls of other operational programmes.

For most of the OP RDE calls evaluated in 2018, the absorption capacity was estimated correctly, and the calls supported high-quality project applications in most cases. The conclusions of the 2018 and 2019 evaluations confirmed that the combination of ESF and ERDF interventions to support the research, development and education environment is relevant and correct, as is the support to all regions of the Czech Republic.

The 2019 ongoing evaluation of the horizontal principles showed that the OP RDE projects are implemented in line with all horizontal principles and in some cases may contribute to their deepening. In the case of sustainable development, contributions are particularly evident in Priority Axis 1 projects Strengthening capacities for quality research, which focus on basic research in the environmental field. Priority Axis 3 Equal access to quality pre-school, primary and secondary education projects are



specifically targeted at promoting equal access with the removal of barriers to participation of children and pupils with special educational needs in mainstream education, thus contributing significantly to deepening the horizontal principle of equal opportunities and non-discrimination. Priority Axis 1 projects Strengthening capacities for quality research and Priority Axis 2 projects Development of universities and human resources for research and development make a partial contribution to deepening the horizontal principle of equal opportunities for men and women. The results of the re-evaluation of the contribution of the OP RDE to the horizontal principles will be available in 2023.

4. List of evaluations

An overview of evaluations and evaluation activities is given in Table 1. In total, there are 99 evaluation phases, 10 of which have not yet been completed. The uncompleted evaluation phases are shown in italics. The evaluation activities of the OP RDE were procedural and formative at the beginning of the implementation, but in the more advanced phase of the programme implementation and with the final implementation of the projects, the evaluation activities could be oriented towards results, benefits and impacts.



Table 1: List of evaluations and individual stages of the OP RDE (**cursive indicates stages that have not yet been completed*)

Č.	Code	Title of evaluation	Stage code	Stage name
1	02.001	Verification study of the environment for the implementation of the interventions of PA 1, PA 2 and PA 3 OP RDE and the relevance of the specific objectives	02.001.01	Verification study of the environment for the implementation of the interventions of PA 1, PA 2 and PA 3 OP RDE: Final report
2	02.001	Verification study of the environment for the implementation of the interventions of PA 1, PA 2 and PA 3 OP RDE and the relevance of the specific objectives	02.001.02	Verification study of the environment for the implementation of the interventions of PA 1, PA 2 and PA 3 OP RDE: Update of the final report
3	02.002	Interim evaluation of the implementation of OP RDE	02.002.01	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 September 2016
4	02.002	Interim evaluation of the implementation of OP RDE	02.002.02	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 March 2017
5	02.002	Interim evaluation of the implementation of OP RDE	02.002.03	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 August 2017
6	02.002	Interim evaluation of the implementation of OP RDE	02.002.04	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 March 2018
7	02.002	Interim evaluation of the implementation of OP RDE	02.002.05	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 September 2018
8	02.002	Interim evaluation of the implementation of OP RDE	02.002.06	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 March 2019
9	02.002	Interim evaluation of the implementation of OP RDE	02.002.07	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 September 2019
10	02.002	Interim evaluation of the implementation of OP RDE	02.002.08	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 March 2020
11	02.002	Interim evaluation of the implementation of OP RDE	02.002.09	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 September 2020
12	02.002	Interim evaluation of the implementation of OP RDE	02.002.10	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 March 2021
13	02.002	Interim evaluation of the implementation of OP RDE	02.002.11	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 September 2021
14	02.002	Interim evaluation of the implementation of OP RDE	02.002.12	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 March 2022



15	02.002	Interim evaluation of the implementation of OP RDE	02.002.13	Interim evaluation of the implementation of the OP RDE - Interim report as of 15 September 2022
16	02.002	Interim evaluation of the implementation of OP RDE	02.002.14	<i>Interim evaluation of the implementation of OP OP RDE - Interim report as of 15 March 2023*</i>
17	02.002	Interim evaluation of the implementation of OP RDE	02.002.15	Evaluation of the first calls of the OP RDE
18	02.002	Interim evaluation of the implementation of OP RDE	02.002.16	Evaluation of the coordination mechanisms and processes of synergistic and complementary links between the OP RDE and other programmes
19	02.002	Interim evaluation of the implementation of OP RDE	02.002.17	Preparation of documents for the MMR-NOK evaluation, Progress Report 2017
20	02.002	Interim evaluation of the implementation of OP RDE	02.002.18	Preparation of documents for the MMR-NOK evaluation, Progress Report 2019
21	02.002	Interim evaluation of the implementation of OP RDE	02.002.19	1. Evaluation of the relevance and effectiveness of the multi-funding of the OP RDE and support for the category of regions within the OP RDE
22	02.002	Interim evaluation of the implementation of OP RDE	02.002.20	2. Evaluation of the relevance and effectiveness of the multi-funding of the OP RDE and the support to the category of regions within the OP RDE
23	02.002	Interim evaluation of the implementation of OP RDE	02.002.21	<i>3. Evaluation of the relevance and effectiveness of the multi-funding of the OP RDE and support for the category of regions within the OP RDE*</i>
24	02.002	Interim evaluation of the implementation of OP RDE	02.002.22	1. Evaluation of the implementation of horizontal principles in the framework of the OP RDE implementation
25	02.002	Interim evaluation of the implementation of OP RDE	02.002.23	2. Evaluation of the implementation of horizontal principles in the framework of the implementation of the OP RDE
26	02.002	Interim evaluation of the implementation of OP RDE	02.002.24	<i>3. Evaluation of the implementation of horizontal principles in the framework of the implementation of the OP RDE *</i>
27	02.002	Interim evaluation of the implementation of OP RDE	02.002.25	1. Evaluation of the activities and results of the OP RDE Technical Assistance
28	02.002	Interim evaluation of the implementation of OP RDE	02.002.26	<i>2. Evaluation of the activities and results of the OP RDE Technical Assistance*</i>
29	02.002	Interim evaluation of the implementation of OP RDE	02.002.27	<i>Interim Evaluation of the OP RDE Implementation - Final Report*</i>
30	02.004	Evaluation of the CzechELib system project	02.004.01	Evaluation of IPs PA1 - CzechELib - Input Report
31	02.004	Evaluation of the CzechELib system project	02.004.02	CzechELib Evaluation - 1st Interim Report
32	02.004	Evaluation of the CzechELib system project	02.004.03	Evaluation of CzechELib – 2nd Interim report
33	02.004	Evaluation of the CzechELib system project	02.004.04	CzechELib Evaluation - 3rd Interim Report
34	02.004	Evaluation of the CzechELib system project	02.004.05	CzechELib Evaluation - 4th Interim Report
35	02.004	Evaluation of the CzechELib system project	02.004.06	CzechELib Evaluation - Final Report
36	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.01	Evaluation of system and conceptual projects: action planning and strategic management in the territory and schools (SRP, P_KAP, MAP and KAP) - Input report



37	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.01	Evaluation of system and conceptual projects: action planning and strategic management in the territory and schools (SRP, P_KAP, MAP and KAP) - 1st interim report
38	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.04	Evaluation of system and conceptual projects: action planning and strategic management in the territory and schools (SRP, P_KAP, MAP and KAP) - 2nd interim report
39	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.08	Evaluation of system and conceptual projects: action planning and strategic management in the territory and schools (SRP, P_KAP, MAP and KAP) - 3rd interim report
40	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.10	<i>Evaluation of system and conceptual projects: action planning and strategic management in the territory and schools (SRP, P_KAP, MAP and KAP) - Final report*</i>
41	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.03	Evaluation of the Quality-Inclusion-Protection-Redevelopment (KIPR) system project - Input report
42	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.03	Evaluation of the Quality-Inclusion-Protection-Redevelopment (KIPR) system project - 1st interim report
43	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.05	Evaluation of the Quality-Inclusion-Protection-Redevelopment (KIPR) system project - 2nd interim report
44	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.07	Evaluation of the Quality-Inclusion-Protection-Development (KIPR) system project Final report
45	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.02	Evaluation of the system project: inclusive and quality education in areas with socially excluded localities (IKV) - Input
46	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.02	Evaluation of the system project: inclusive and quality education in areas with socially excluded localities (IKV) - 1st interim report
47	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.06	Evaluation of the system project: inclusive and quality education in areas with socially excluded localities (IKV) - 2nd interim report
48	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.09	Evaluation of the system project: inclusive and quality education in areas with socially excluded localities (IKV) - 3rd interim report
49	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.11	Evaluation of the system project: inclusive and quality education in areas with socially excluded localities (IKV) - 4th interim report
50	02.005	Evaluation of system and conceptual projects under PA3 OP RDE (territorial action planning, KIPR, IKV)	02.005.12	<i>Evaluation of the system project: inclusive and quality education in areas with socially excluded localities (IKV) - Final Report*</i>
51	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.17	Evaluation of systemic projects: action plans for inclusive education (APIV A; APIV B) - Input report



52	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.02	Evaluation of systemic projects: action plans for inclusive education (APIV A; APIV B) - 1st interim report
53	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.03	Evaluation of systemic projects: action plans for inclusive education (APIV A; APIV B) - 2nd interim report
54	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.04	Evaluation of systemic projects: action plans for inclusive education (APIV A; APIV B) - 3rd interim report
55	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.05	Evaluation of systemic projects: action plans for inclusive education (APIV A; APIV B) - 4th interim report
56	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.06	<i>Evaluation of systemic projects: action plans for inclusive education (APIV A; APIV B) - Final Report*</i>
57	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.01	Evaluation of the system project: modernisation of vocational education (MOV) - Input report
58	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.18	Evaluation of the system project Supporting the work of teachers (PPUČ) - Input report
59	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.07	Evaluation of the system projects Modernisation of Vocational Education and Support for Teachers' Work (MOV and PPUČ) - 1st interim report
60	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.08	Evaluation of the system projects Modernisation of Vocational Education and Support for Teachers' Work (MOV and PPUČ) - 2nd Interim Report
61	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.09	Evaluation of the system projects Modernisation of Vocational Education and Support for Teachers' Work (MOV and PPUČ) - 3rd Interim Report
62	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.10	Evaluation of the system projects Modernisation of Vocational Education and Support for Teachers' Work (MOV and PPUČ) - 4th interim report
63	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.11	Evaluation of the system projects Modernisation of Vocational Education and Support for Teachers' Work (MOV and PPUČ) - Final Report
64	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.19	Evaluation of the project: the Comprehensive Evaluation System (CIS) - Input Report
65	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.12	Evaluation of the project: the Comprehensive Evaluation System (CIS) - 1st Interim Report
66	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.13	Evaluation of the project: the Comprehensive Evaluation System (CIS) - 2nd Interim Report
67	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.14	Evaluation of the project: the Comprehensive Evaluation System (CIS) - 3rd Interim Report
68	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.15	Project Evaluation: the Comprehensive Evaluation System (CIS) - 4th Interim Report



69	02.011	Evaluation of system projects of PA3 OP RDE - II.: (APIV A, APIV B, KSH, MOV, PPUČ)	02.011.16	<i>Evaluation of the project: the Comprehensive Evaluation System (CIS) - Final Report*</i>
70	02.006	Evaluation of IPs of PA3 OP RDE - III.: Evaluation of the system project "SYPO"	02.006.01	Evaluation of the System Support for Professional Development of Teachers and Principals (SYPO) - Input Report
71	02.006	Evaluation of IPs of PA3 OP RDE - III.: Evaluation of the system project "SYPO"	02.006.02	Evaluation of the system project: the System for Supporting Professional Development of Teachers and Principals (SYPO) - 1st Interim Report
72	02.006	Evaluation of IPs of PA3 OP RDE - III.: Evaluation of the system project "SYPO"	02.006.04	Evaluation of the system project: the System of Support for Professional Development of Teachers and Principals (SYPO) - 2. Interim Report
73	02.006	Evaluation of IPs of PA3 OP RDE - III.: Evaluation of the system project "SYPO"	02.006.03	<i>Evaluation of the System Support for Professional Development of Teachers and Principals (SYPO) - Final Report*</i>
74	02.007	Evaluation of capacity building for quality research, HEI development and human resources for R&D	02.007.01	Evaluation of the strengthening of capacities for quality research, development of HEIs and human resources for research and development: evaluation of the coverage of PA1 activities by calls
75	02.007	Evaluation of capacity building for quality research, HEI development and human resources for R&D	02.007.02	Evaluation of the strengthening of capacities for quality research, development of HEIs and human resources for R&D: Evaluation of the coverage of PA2 activities by calls
76	02.007	Evaluation of capacity building for quality research, HEI development and human resources for R&D	02.007.03	Evaluation of the Strengthening Capacities for Quality Research, HEIs and Human Resources Development for R&D: Evaluation of the Call on Capacity Development for Research and Development
77	02.007	Evaluation of capacity building for quality research, HEI development and human resources for R&D	02.007.04	Evaluation of strengthening capacities for quality research, development of HEIs and human resources for R&D: Evaluation of the Research Infrastructure Call
78	02.007	Evaluation of capacity building for quality research, HEI development and human resources for R&D	02.007.05	Assessing capacity building for quality research, HEIs and R&D human resources development: evaluation of the Smart Accelerator call
79	02.007	Evaluation of capacity building for quality research, HEI development and human resources for R&D	02.007.06	Evaluating capacity building for quality research, HEIs and human resources development for R&D: Evaluation of the Teaming Call
80	02.007	Evaluation of capacity building for quality research, HEI development and human resources for R&D	02.007.07	Evaluation of strengthening capacities for quality research, development of universities and human resources for R&D: Evaluation of the coverage of PA2 activities by calls (update)
81	02.007	Evaluation of capacity building for quality research, HEI development and human resources for R&D	02.007.08	Evaluation of completed research stays I - in calls No 02_17_050, No 02_18_070, No 02_16_027
82	02.013	Evaluation of the projects of the Faculties of Education (PedF) and Faculties of Teacher Education (FVU) financed from the OP RDE	02.013.01	Evaluation of the projects of the Faculties of Education (FFE) and Faculties of Teacher Education (FTE) funded by the OP RDE: Input Report



83	02.013	Evaluation of the projects of the Faculties of Education (PedF) and Faculties of Teacher Education (FVU) financed from the OP RDE	02.013.02	Evaluation of the projects of the Faculties of Education (FFE) and Faculties of Teacher Education (FTE) funded by the OP RDE: Final Report
84	02.008	Assessing equity in access to quality pre-primary, primary and secondary education	02.008.01	Assessing Equity of Access to Quality Pre-primary, Primary and Secondary Education: Evaluation of Local Education Development Action Plans
85	02.016	Results evaluation of OP RDE	02.016.01	Outcome evaluation of the OP RDE: Questionnaire survey on Simplified projects (Unit costs) I. - Pre-school and primary schools
86	02.016	Results evaluation of OP RDE	02.016.02	Outcome evaluation of OP RDE: Evaluation of the projects of primary schools and Pre-school with simplified project reporting (Simplified projects (Unit costs) I)
87	02.016	Results evaluation of OP RDE	02.016.03	Outcome evaluation of OP RDE: Evaluation of IP1 SO1 Improving the quality of pre-school education including facilitating the transition of children to primary school
88	02.016	Results evaluation of OP RDE	02.016.04	Evaluation of the questionnaire for the evaluation of the results of the OP RDE in primary schools
89	02.016	Results evaluation of OP RDE	02.016.05	Results evaluation of OP RDE: Evaluation of projects of secondary schools and colleges with simplified reporting
90	02.016	Results evaluation of OP RDE	02.016.06	Outcome evaluation of OP RDE: Final evaluation of the questionnaire on Simplified projects (Unit costs)I. FINAL EVALUATION OF Simplified projects) FOR PRE-SCHOOL, PRIMARY SCHOOLS
91	02.016	Results evaluation of OP RDE	02.016.07	Evaluation of the questionnaire survey for the results evaluation of the OP RDE in PRE-SCHOOL: comparison of results from 2018 and 2020
92	02.016	Results evaluation of OP RDE	02.016.08	Results evaluation of OP RDE: Evaluation of projects of pre- schools, primary schools, secondary schools, with simplified project reporting
93	02.016	Results evaluation of OP RDE	02.016.09	Outcome evaluation of OP RDE: survey of public attitudes towards inclusion
94	02.014	Evaluation of the call Capacity Building for School Development II	02.014.01	Evaluation of the call Capacity Building for School Development II
95	02.003	Evaluation of the communication strategy and publicity of the OP RDE	02.003.01	Evaluation of the communication strategy, tools and publicity of OP RDE I.
96	02.003	Evaluation of the communication strategy and publicity of the OP RDE	02.003.02	Evaluation of the communication strategy, tools and publicity of OP RDE II.
97	02.012	Evaluation of publicity and communication activities of the OP RDE	02.012.01	Evaluation of publicity and communication activities of the OP RDE 2017
98	02.012	Evaluation of publicity and communication activities of the OP RDE	02.012.02	Evaluation of publicity and communication activities of the OP RDE 2019
99	02.017	Evaluation of the OP RDE internet media campaign	02.017.01	Evaluation of the OP RDE internet media campaign

